

GLENDALE UNION HIGH SCHOOL DISTRICT

PRINCIPAL PERFORMANCE EVALUATION

GUHSD Principal Performance Evaluation

Rating Scale:

The evaluation uses a five-point rating scale: Distinguished – Highly Proficient – Proficient – Basic/Beginning – Unsatisfactory. Principals are given a rating on each of the five leadership proficiency standards. The Principal evaluation rubric is used to assess the individual's performance appropriately for each standard. The expectation is that principals will strive to meet the standard on all proficiencies over time. Distinguished ratings should be reserved for truly outstanding performance at the level of role model. Early in a principal's career it is expected that they will be rated basic/beginning on multiple standards. Principals leading schools with lower performance but strong improvement may receive comparable scores as principals leading schools with higher performance and lower improvement.

Distinguished:	Highly Proficient:	Proficient:	Basic/Beginning:	Unsatisfactory:
The principal at this level of performance is a master administrator. He/She is an integral part of his/her campus and community. This principal assumes responsibility for leadership duties and has a high level of positive visibility. The principal continually strives to remain current with educational research and willingly initiates innovative practices. Above all, his/her campus operates at a qualitatively different level consisting of a community of learners with students and staff highly motivated and engaged and assuming considerable responsibility for their own learning.	The principal has mastered the concepts and implements them consistently and flexibly with a high degree of skill. The principal can transfer this high level of performance to any changes in assignment or duty.	The principal clearly understands the concepts underlying the areas and is able to implement each consistently. Skills may often be exhibited but are not routinely practiced.	The principal can articulate the concepts in each of the areas. Implementation is sporadic, intermittent, not entirely successful. Some growth is evident in some of the components of each area.	The principal cannot yet identify or articulate the fundamental practices associated with each area. Administrator practices may raise questions as to the safety and/or well-being of their campus or students. Principal does not show consistent growth toward achieving basic levels of performance in one or more of the performance areas associated with each area.

GUHSD Principal Performance Evaluation

STANDARD I – Leadership for Results: *Sets instructional vision, ensures focus, alignment of SMART goals, models leadership behavior to build support among staff and drive fidelity of implementation.*

Data Sources: ___ AIMS data ___ AYP data ___ AZ Learns label ___ district assessment data ___ student achievement index ___ graduation rate ___ freshman failure rate ___ dropout rate ___ AP enrollment and test data ___ SAT/ACT data ___ school effectiveness survey data from faculty ___ school SMART goal document

Sets instructional vision, ensures focus, alignment of SMART goals. Clearly communicates the school's instructional focus and expectations for practice.

- Leads annual cycle of inquiry to understand and develop both district and school goals with staff and community, based on student data.
- Establishes meaningful SMART goals in collaboration with assistant principals, department chairs and faculty.
- Aligns curriculum, instruction, assessment and professional development.
- Effectively leverages district supports to implement instructional strategies.
- Effective planning and execution enables clear linkage between actions and progress towards improving student achievement and closing the achievement gap.

Distinguished (10) ☐ Highly Proficient (8) ☐ Proficient (6) ☐ Basic/Beginning (4) ☐ Unsatisfactory (0) ☐

Models leadership behaviors to build support among staff and drive fidelity of implementation.

- Effectively builds structures to share leadership; develops strong assistant principals and teacher leaders capable of assuring administrative responsibility.
- Builds collegial community based on trust and caring.
- Constructively responds to challenges and setbacks, willing to admit error and learn from it.
- Constructively handles dissent from subordinates, tolerates different points of view, demonstrates emotional self-control.
- Demonstrates integrity in meeting commitments and making decisions.

Distinguished (10) ☐ Highly Proficient (8) ☐ Proficient (6) ☐ Basic/Beginning (4) ☐ Unsatisfactory (0) ☐

RATING: I. Leadership for Results. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished (10) ☐ **Highly Proficient (8)** ☐ **Proficient (6)** ☐ **Basic/Beginning (4)** ☐ **Unsatisfactory (0)** ☐

Range: (17-20) (13-16) (9-12) (4-8) (0)

REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

GUHSD ADMINISTRATIVE EVALUATION POINTS

	Points Possible	Points Received
<u>District Assessments / Student Achievement Index</u>		
SAI - 80% or improved	10	
<u>School Goals</u>		
3 points per goal	6	
<u>AIMS</u>		
Sophomores - 80% or improved	6	
Reading - 2		
Writing - 2		
Math - 2		
Senior Cohort - 90% or improved	6	
Reading - 2		
Writing - 2		
Math - 2		
<u>Advanced Placement</u>		
Enrollment - 20% seniors	2	
Success - 40% or improvement	2	
<u>Parent Satisfaction</u>		
91% or improvement	2	
<u>Graduate Survey</u>		
75% or improvement	2	
<u>Extra-Curricular Participation</u>		
65% or improvement	2	
<u>ADE Letter Grades</u>		
A	10	
B	8	
C	6	
D	4	
<u>AYP</u>		
Made / Not Made	2	
	50	/50



GLENDALE UNION HIGH SCHOOL DISTRICT TEACHER PERFORMANCE EVALUATION RUBRIC

Goals of the Glendale Union High School District teacher performance evaluation system:

- 1) Meet the statutory requirements for teacher evaluation.
- 2) Enhance and improve student learning.
- 3) Communicate clearly defined expectations.
- 4) Promote relevant, targeted and measurable professional development.

Evaluation Model:

The teacher and administrator will collaborate within this performance evaluation system. Data from a variety of sources including, but not limited to, student achievement, content team collaboration, classroom observation and teacher-produced instructional material will be used in determining the summative ratings within each category. A formative evaluation conference will be held by the end of first semester. A summative evaluation conference will be held prior to May 1, and the final written evaluation will be completed within five school days.

Teachers will be evaluated based on how effectively they demonstrate performance on four proficiency standards. For each standard, the evaluator will provide specific comments on strengths and development areas and a rating. Progress toward meeting performance targets will also be documented. As part of the evaluation process, the evaluator will assist in providing direction for the teacher's personal professional development plan.

Effective professional growth is a continual process. As new strategies and techniques are developed, professional teachers, even while maintaining commendable practice, strive to find areas in which to distinguish themselves. Therefore, in one's career there is a natural movement through the categories. In order to expand professional practices, teachers must find areas to improve. Consequently, the higher levels are set to function as career goals – inspiring professional growth rather than establishing set requirements. The real goal is to find areas of refinement where the master teacher can move towards distinction.

GUHSD Teacher Performance Evaluation

Rating Scale:

The evaluation uses the following rating scale: Distinguished, Highly Proficient, Proficient, Basic/Beginning, and Unsatisfactory. Four points are awarded for each Distinguished rating, 3 points for Highly Proficient, 2 points for Proficient, 1 point for Basic/Beginning and 0 points for Unsatisfactory. Points awarded for each indicator within a standard will be added together and averaged to determine the rating for the standard. The teacher performance evaluation rubric is used to assess the individual's performance on each of four standards. Early in a teacher's career it is understood that he/she may be rated basic/beginning on multiple standards with progress toward proficiency to be expected. The expectation is that all teachers will strive to become highly proficient or distinguished on all standards over time. Distinguished ratings should be reserved for truly outstanding performance at the level of role model.

Distinguished: The teacher at this level of performance is a master teacher. He/She is an integral part of his/her department, campus and school community. This teacher assumes responsibility for leadership duties and has a high level of positive visibility. The teacher continually strives to remain current with educational research and willingly initiates innovative practices. Above all, his/her classroom operates at a qualitatively different level consisting of a community of learners with students highly motivated and engaged and assuming considerable responsibility for their own learning.	Highly Proficient: The teacher has mastered the concepts and implements them consistently and flexibly with a high degree of skill. The teacher can transfer this high level of performance to any changes in assignment or duty.	Proficient: The teacher clearly understands the concepts underlying the areas and is able to implement each consistently. Skills may often be exhibited but are not routinely practiced.	Basic/Beginning: The teacher can articulate the concepts in each of the areas. But implementation is sporadic, intermittent, not entirely successful. Some growth is evident in some of the components of each area. Standards/indicators noted as basic/beginning will be the focal point for continued improvement.	Unsatisfactory: The teacher cannot yet identify or articulate the fundamental practices associated with each area. Teacher practices may raise questions as to the safety and/or well-being of their students. Teacher does not show consistent growth toward achieving basic levels of performance in one or more of the performance areas associated with each area. Standards/indicators noted as unsatisfactory will be the focal point for continued improvement. Any standard or indicator rated unsatisfactory will require a written plan of improvement from the teacher.
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GUHSD Teacher Performance Evaluation

STANDARD I – Planning and Preparation:

Data Sources: Administrator observation of PLC meeting, classroom observation, year long curriculum plan, formative assessment, common formative assessment, task analysis.

CREATES INSTRUCTION TO ALIGN WITH CURRICULUM.

Teacher is highly proficient plus uses classroom as an action lab for curricular design. Teacher enriches the classroom beyond mandated assessments to maximize student learning.	Teacher is proficient plus instrumental in designing and creating curricular plans for instruction. Teacher takes an active leadership role in curricular design.	Teacher has developed a year-long plan for meeting mandated assessments for a specific course. Teacher knows what each student must demonstrate on mandated assessments. Teacher both utilizes existing resources and creates own materials.	Teacher is aware and plans for mandated assessments unit by unit. Teacher is generally aware of what each student must demonstrate on mandated assessments. Teacher seeks assistance for planning from veteran teachers and utilizes existing resources.	Teacher is unaware or ignores mandated assessments. Teacher is unaware of what each student must demonstrate on mandated assessments. Teacher plans are random, scattered, or non-existent beyond daily student activities.
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Distinguished

☐

Highly Proficient

☐

Proficient

☐

Basic/Beginning

☐

Unsatisfactory

☐

CREATES ASSESSMENTS TO ALIGN WITH CURRICULUM.

Teacher is highly proficient plus takes an active leadership role in guiding colleagues across the district in designing assessments.	Teacher is proficient plus skillfully designs a variety of assessment formats which are aligned to mandated standards and designated outcomes. Teacher provides leadership to school in team collaboration to develop aligned common formative assessments.	Teacher consistently creates assessments which are aligned to mandated standards and designated course outcomes. Teacher designs assessments which match the level of cognition used during instruction. Teacher establishes clear criteria for assessment prior to instruction. Teacher consistently collaborates with content team/PLC in development of aligned common formative assessments.	Teacher inconsistently creates assessments aligned to mandated standards and designated course outcomes. Teacher inconsistently designs assessments to match the level of cognition used during instruction. Teacher establishes limited or vague criteria for assessments. Teacher inconsistently collaborates with content team/PLC in development of aligned common formative assessments.	Teacher does not plan for alignment or fails to design assessments aligned to mandated standards and designated course outcomes. Teacher's assessments do not match the level of cognition used during instruction. Teacher does not establish clear criteria for assessment prior to instruction. Teacher does not participate in development of aligned common formative assessments.
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Distinguished

☐

Highly Proficient

☐

Proficient

☐

Basic/Beginning

☐

Unsatisfactory

☐

GUHSD Teacher Performance Evaluation

CREATES A TASK ANALYSIS.

Teacher is highly proficient plus assumes a leadership role in facilitating the design of task analysis within the content area and among colleagues.	Teacher is proficient plus adapts task analysis when faced with curricular changes or modifies task analysis based on the level of student achievement.	Teacher utilizes a task analysis process consistently which reflects an alignment of instructional practices to unit, course, and program outcomes. An effective task analysis includes selecting the objective at the correct level of cognition, clarifying terms, and listing and sequencing steps of essential learning.	Teacher utilizes a task analysis process which may omit a component or reflects misalignment to course or program outcomes. Teacher shows progress in designing task analysis.	Teacher fails to utilize any process for task analysis or the teacher's task analysis fails to address course and program outcomes.
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Distinguished

☐

Highly Proficient

☐

Proficient

☐

Basic/Beginning

☐

Unsatisfactory

☐

CREATES AN INSTRUCTIONAL PLAN TO INCORPORATE DIFFERENT LEARNING STYLES.

Teacher is highly proficient plus provides students opportunities to exhibit performance through an assessment type that best matches their learning styles.	Teacher is proficient plus creates assessments that incorporate various learning styles.	Teacher consistently plans for a variety of instructional and assessment strategies to incorporate the various learning styles of all students. Teacher adapts materials to accommodate students with special needs.	Teacher inconsistently plans for a variety of instructional and assessment strategies to incorporate the various learning styles of all students. Teacher inconsistently adapts materials to accommodate students with special needs.	Teacher is unaware of different learning styles and may only plan for one method of instruction and/or assessment. Teacher does not adapt materials to accommodate students with special needs.
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Distinguished

☐

Highly Proficient

☐

Proficient

☐

Basic/Beginning

☐

Unsatisfactory

☐

RATING: I. Planning and Preparation. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Distinguished

☐

Highly Proficient

☐

Proficient

☐

Basic/Beginning

☐

Unsatisfactory

☐



GLENDALÉ UNION HIGH SCHOOL DISTRICT TEACHER PERFORMANCE EVALUATION INSTRUMENT

Teacher's Name: _____ School: _____ Evaluator: _____

Date: _____ Assignment: _____

Number of years teacher has been in this assignment: Observation dates: _____

Number of years teacher has been teaching: _____

Evaluation Model:

The teacher and administrator will collaborate within this performance evaluation system. Data from a variety of sources including, but not limited to, student achievement, content team collaboration, classroom observation and teacher-produced instructional material will be used in determining the summative ratings within each category. A formative evaluation conference will be held by the end of first semester. A summative evaluation conference will be held prior to May 1, and the final written evaluation will be completed within five school days.

Teachers will be evaluated based on how effectively they demonstrate performance on four proficiency standards. For each standard, the evaluator will provide specific comments on strengths and development areas and a rating. Progress toward meeting performance targets will also be documented. As part of the evaluation process, the evaluator will assist in providing direction for the teacher's personal professional development plan.

Effective professional growth is a continual process. As new strategies and techniques are developed, professional teachers, even while maintaining commendable practice, strive to find areas in which to distinguish themselves. Therefore, in one's career there is a natural movement through the categories. In order to expand professional practices, teachers must find areas to improve. Consequently, the higher levels are set to function as career goals – inspiring professional growth rather than establishing set requirements. The real goal is to find areas of refinement where the master teacher can move towards distinction.

GUHSD Teacher Performance Evaluation

Rating Scale:

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Distinguished: The teacher at this level of performance is a master teacher. He/She is an integral part of his/her department, campus and school community. This teacher assumes responsibility for leadership duties and has a high level of positive visibility. The teacher continually strives to remain current with educational research and willingly initiates innovative practices. Above all, his/her classroom operates at a qualitatively different level consisting of a community of learners with students highly motivated and engaged and assuming considerable responsibility for their own learning.	Highly Proficient: The teacher has mastered the concepts and implements them consistently and flexibly with a high degree of skill. The teacher can transfer this high level of performance to any changes in assignment or duty.	Proficient: The teacher clearly understands the concepts underlying the areas and is able to implement each consistently.	Basic/Beginning: The teacher can articulate the concepts in each of the areas. Implementation is sporadic, intermittent, and not entirely successful. Some growth is evident in some of the components of each area. Standards/indicators noted as basic/beginning will be the focal point for continued improvement.	Unsatisfactory: The teacher cannot yet identify or articulate the fundamental practices associated with each area. Teacher practices may raise questions as to the safety and/or well-being of their students. Teacher does not show consistent growth toward achieving basic levels of performance in one or more of the performance areas associated with each area. Standards/indicators noted as unsatisfactory will be the focal point for continued improvement. Any standard or indicator rated unsatisfactory will require a written plan of improvement from the teacher.
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GUHSD Teacher Performance Evaluation

STANDARD I – Planning and Preparation:

Data Sources: Administrator observation of PLC meeting, classroom observation, year long curriculum plan, formative assessment, common formative assessment, task analysis.

- ***Creates instruction to align with curriculum.***

- Develops a year-long plan for meeting mandated assessments.
- Knows what level students must perform on mandated assessments.
- Utilizes existing resources and creates own materials.

Distinguished (4) ☐ Highly Proficient (3) ☐ Proficient (2) ☐ Basic/Beginning (1) ☐ Unsatisfactory (0) ☐

- ***Creates assessments to align with curriculum.***

- Assessments are aligned to state standards and course outcomes.
- Assessments match the level of cognition of instruction.
- Assessment criteria is clearly established.

Distinguished (4) ☐ Highly Proficient (3) ☐ Proficient (2) ☐ Basic/Beginning (1) ☐ Unsatisfactory (0) ☐

- ***Creates a task analysis.***

- Utilizes a task analysis process to align instruction to unit, course, and program outcomes.
- Includes all essential components of a task analysis.

Distinguished (4) ☐ Highly Proficient (3) ☐ Proficient (2) ☐ Basic/Beginning (1) ☐ Unsatisfactory (0) ☐

- ***Creates an instructional plan to incorporate different learning styles.***

- Plans for a variety of instructional strategies to incorporate different learning styles.
- Adapts materials to accommodate students with special needs.

Distinguished (4) ☐ Highly Proficient (3) ☐ Proficient (2) ☐ Basic/Beginning (1) ☐ Unsatisfactory (0) ☐

GUHSD Teacher Performance Evaluation

RATING: I. Planning and Preparation. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Total points _____ / 4 = _____ average score.

Distinguished (4) <input type="text"/>	Highly Proficient (3) <input type="text"/>	Proficient (2) <input type="text"/>	Basic/Beginning (1) <input type="text"/>	Unsatisfactory (0) <input type="text"/>
Range: (3.5-4.0)	(2.5-3.4)	(1.5-2.4)	(.5-1.4)	(0-.4)

REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

GUHSD TEACHER EVALUATION POINTS

<u>SCHOOL-WIDE DATA</u>	<u>POINTS POSSIBLE</u>	<u>POINTS RECEIVED</u>
Student Achievement Index		
80% or improved	0.5	_____
School Goals		
Goal #1	1	_____
Goal #2	1	_____
AIMS		
Sophomores – 80% or improved		
Reading	0.5	_____
Writing	0.5	_____
Math	0.5	_____
Senior cohort – 90% or improved		
Reading	0.5	_____
Writing	0.5	_____
Math	0.5	_____
Advanced Placement		
Enrollment – 20% of seniors	0.5	_____
Success – 40% or improvement	0.5	_____
Parent Satisfaction		
91% or improvement	1	_____
Graduate Survey		
70% or improvement	0.5	_____
Extra-Curricular Participation		
65% or improvement	1	_____
ADE Letter Grades		
A (1)		
B (1)	1	_____
C (.5)		
D (0)		
	_____	_____
	10	/10
<u>Teacher Data</u>		
Section Calculation		
(District assessments, Advanced Placement)	24	_____
Special Populations points	up to 10	_____
	_____	_____
	24	/24
TOTAL DATA POINTS		_____
		/34